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ABSTRACT

This document presents a series of 14 lesson plans in an interdisciplinary Spanish unit on "La isla del encanto/The Enchanted Island." The materials were prepared for students in grades 5 or 6 who have had basic Spanish instruction in previous grades. The students should also be familiar with basic concepts in English such as math computation, map skills, knowledge of rainforests, comparing and contrasting, and brainstorming. Lesson topics include: basic arithmetic processes and word problems; weather patterns in Connecticut and Puerto Rico; rainforest animals and Puerto Rican rainforests; carnival; Puerto Rico history; musical instruments; Puerto Rican national anthem and flag; comparison of Puerto Rican and American cultures; fruits and vegetables of Puerto Rico; Puerto Rican dances; and Puerto Rico's geography. (MSE)

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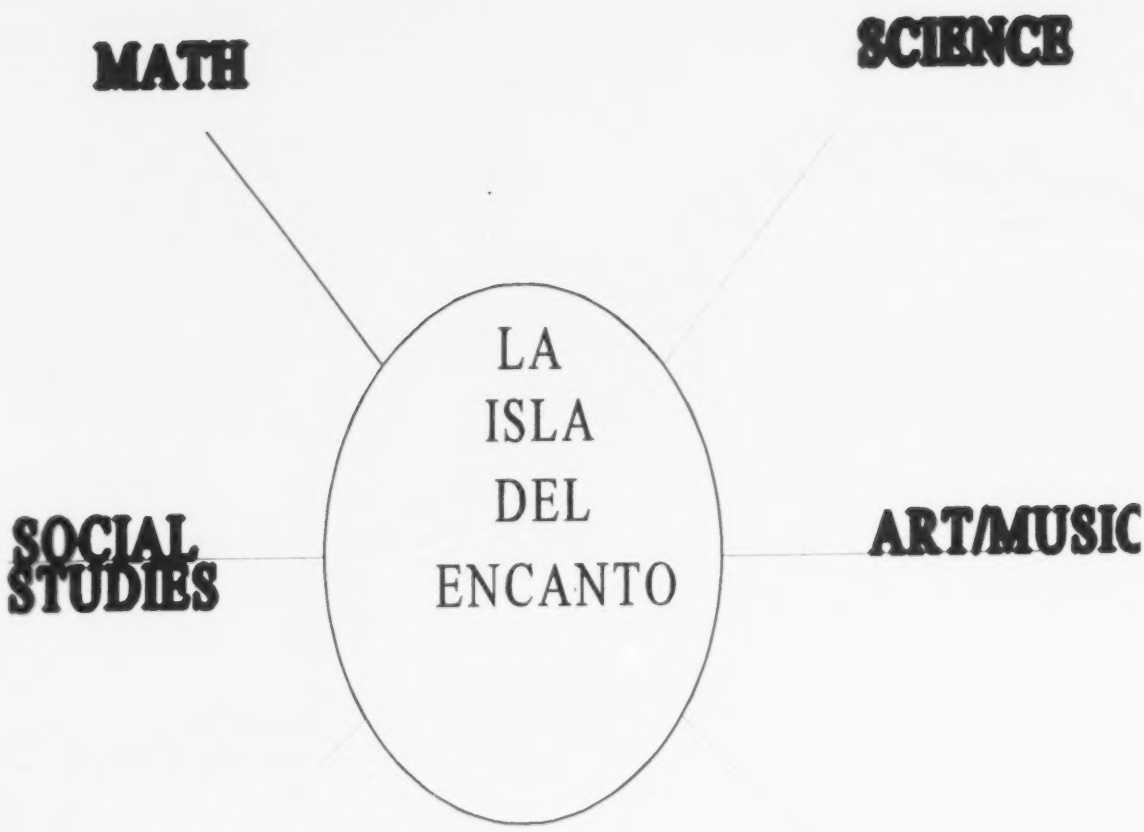

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The following lesson plans represent an Interdisciplinary Unit revolving around one common theme: **La isla del encanto/The Enchanted Island.** *They have been prepared for students in grades 5 or 6 who have had Spanish in the previous grades and who have learned the basics such as, colors, numbers, weather, greetings, etc., and even writing. They should also have familiarity with basic concepts in English such as, calculations in math, map skills, knowledge of rainforests, comparing and contrasting and brainstorming.*

These lessons will serve not only to present new material in the target language, but to also reinforce concepts and information that have already been learned in the mother tongue.

math

Objective: Students will:
- add, subtract, multiply and divide in Spanish
- solve simple word problems in Spanish

Vocabulary: más, y, menos, por, dividirse por, multiplicarse, sumar, restar, es, igual

Materials: index cards with symbols and their names written in Spanish, fact cards in addition, subtraction, multiplication and division, blackboard, chalk, tape

Activities:
- Greet students.
- Present new vocabulary by presenting index cards with the symbols and their names in Spanish.
- Students repeat words after teacher.
- Tape index cards blackboard as reference for students.
- Distribute fact cards at random to each student.
- Each students reads their particular fact in Spanish aloud to the class.
- Present worksheet to students which contain math examples written using Spanish words and simple word problems which students must solve.
- Teacher monitors students.
- Review answers by calling students at random to write example on the board and explain.

Followup/ Homework:
- Students need to make up their own examples and word problems for classmates to solve in next class.

Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

math

Objectives: Students will:

- ± Discuss weather patterns in Connecticut and Puerto Rico
- ± Research daily temperatures in Connecticut and Puerto Rico
- ± Calculate monthly average temperatures in Connecticut and Puerto Rico
- ± Compare monthly average temperatures in Connecticut and Puerto Rico
- ± Create graphs comparing average monthly weather temperatures in Connecticut and Puerto Rico

Vocabulary: temperatura, diaria, celcius, farenheit, grados, clima, promedio

Materials: Internet access, computer for every two students, chart paper, colored markers, tape, pictures representing different weather conditions including new vocabulary, blackboard, chalk

Activities:

- ± Greet students.
- ± Review previously learned weather conditions using pictures.
- ± Present new vocabulary using pictures and keep them taped to blackboard for reference.
- ± Review procedure to calculate averages using blackboard and chalk.
- ± Discuss briefly weather conditions in Connecticut and Puerto Rico.
- ± Break students into pairs. One student will be responsible for Puerto Rico and the other responsible for Connecticut.
- ± Give each pair chart paper and colored markers.
- ± Assign each pair a month of the year for which they will research data.
- ± Using the Internet students will locate and record weather temperatures for both Connecticut and Puerto Rico and then calculate an average temperature for that month. They will then chart that information.
- ± Upon completions students will tape their charts to the blackboard in chronological order.
- ± Discuss similarities and differences.

Followup/ Homework: Complete a worksheet. Students will review vocabulary, calculate some averages and then write in words their procedure for researching and calculating the monthly average temperature for Connecticut or Puerto Rico during class.

Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 4.2

science

Objectives: Students will:

- identify and match vocabulary to weather conditions
- discuss weather conditions in Puerto Rico
- compare and contrast weather conditions in Puerto Rico and Connecticut

Vocabulary: tiempo, hace calor, hace frío, hace sol, hace viento, hay nubes, lluvia, nieve, hurracán, terremoto, tormenta, relámpago, truena, toronado

Materials: Index cards containing vocabulary words, index cards containing pictures of weather conditions, map of north America and the Caribbean, blackboard, chalk and tape

Activities:

- Greet students.
- Review weather vocabulary (presented in previous lesson) by giving each student an index card containing either a picture or a vocabulary word representing a weather condition.
- Students walk about the room searching for the person who has their match. Example: If a student has a picture of the sun, he/she must look for the student with the vocabulary word describing that picture.
- Students present their picture and the word aloud and then tape them to the black board.
- Present map. Students point out location of Puerto Rico and Connecticut. Discuss weather conditions for both venues.
- Draw on blackboard a vertical line. On one side write Puerto Rico and on the other write Connecticut.
- Randomly choose students one at a time to choose a weather condition that is taped to the board and place it under Puerto Rico and/or Connecticut, characterizing the weather in those areas.
- Compare and contrast the weather conditions through brief discussion.

Followup/ Homework: Students will look for pictures and words in magazines and newspapers and create a collage of various weather conditions.

Standards: 1.1, 1.2, 2.2, 3.1, 3.2, 4.2, 5.1

science

Objectives: Students will:

- identify rainforest on map of Puerto Rico
- identify the living creatures of the rainforest

Vocabulary: El yunque, bosque, iguana, palmas, coquí, reinita, largatillo, cotorra

Materials: map of Puerto Rico, stuffed animals representing vocabulary, stuffed animals representing animals that *don't* live in the rainforest, index cards with vocabulary words written

Activities:

- Greet students.
- Present map of Puerto Rico and location of rainforest.
- Move around the room and ask students at random to either point to the location of the rainforest or give its name.
- Present stuffed animals that represent animals living in the rainforest. Have students repeat their names aloud.
- Pass the stuffed animals to students at random and ask them to identify the animal.
- As student says vocabulary word, hold index card up with written word.
- Place animals in a box along with stuffed animals that don't belong in a rainforest.
- Select students at random and have them choose blindly an animal out of the box. Have student identify animal and whether or not it lives in a rainforest.

Followup/ Homework: Worksheet with pictures and words representing vocabulary. Students match the items and color the animals.

Standards: 1.1, 1.2, 2.2, 3.1, 3.2

art

Objectives: Students will:

- ✂ create and construct their own carnival masks
- ✂ define carnaval and explain events

Vocabulary: carnaval, el día de santo, fiesta, febrero, San Juan, disfraces, traje, máscara, multicolor, vestido, desfile,

Materials: a carnaval mask already completed, balloons already inflated, strips of news paper and thin white paper, several bowls of liquid starch, scissors, various colors of crepe paper and tissue paper, paints, paint brushes, drawing paper, pencils, short videotape of carnaval, tv, vcr, pictures with captions representing vocabulary words, blackboard, chalk

Activities:

- ✂ Greet class.
- ✂ Present vocabulary using pictures. Students repeat words aloud.
- ✂ Play video.
- ✂ Discuss video and vocabulary.
- ✂ Distribute drawing paper and pencils.
- ✂ Students will outline a picture of the mask that they want to create.
- ✂ Distribute balloons, bowls of liquid starch and strips of paper and newspaper.
- ✂ Students will dip the newspaper strips into the starch and cover the balloon several times before adding a final layer using the white strips of paper. Let dry.
- ✂ While balloons dry, students will detail their previously drawn outlines of their masks. The following day they will paint their masks, using their outline as a guide.
- ✂ Briefly review vocabulary by playing game of "Hangman" on the blackboard.

Followup/ Homework: Students will write a story about participating in carnaval. They will explain the events that will occur and include newly learned vocabulary.

Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 5.1

art

Objectives: Students will:

- ☺ create book of illustrations that depict the conquering of Puerto Rico
- ☺ briefly describe each illustration

Vocabulary: Borinquen, Arawaks, Igneris, Ostionoids, Tainos, Caribs, Cristobol Colón, San Juan Batista, esclavos, azucar, indios, Juan Ponce de León, conquistador, repartimiento, guerra, ganar, perder

Materials: drawing paper, colored pencils, colored pens, colored markers, string, hole puncher

Activities:

- ☺ Greet class.
- ☺ Review orally the events leading to the conquering of Puerto Rico.
- ☺ Review vocabulary orally.
- ☺ Distribute materials listed above to students.
- ☺ Students will create illustrations to represent the events leading to the conquering of Puerto Rico.
- ☺ Students will write a brief description below each illustration.
- ☺ Students will punch holes in their illustrations and use string to connect them and form a book.

Followup/ Homework: Draw a picture of Puerto Rico before Columbus' arrival and after Columbus' arrival and describe the differences in each.

Standards: 1.1, 1.2, 2.2, 3.1, 3.2

music

Objectives: Students will:
- ♬ identify instruments used in Puerto Rico by sight and sound

Vocabulary: música, instrumentos, maracas, cuatro, güiro, trompeta, tiple, bordunúa, orquesta

Materials: instrument to represent each vocabulary word above, tape/CD of song featuring these instruments, tape/CD player, worksheet with pictures of instruments, index card with vocabulary word written

Activities:
- ♬ Greet students while musical recording plays in the background.
- ♬ Introduce instruments one at a time, holding up index card with appropriate vocabulary word. Sound the instrument.
- ♬ Students repeat the words aloud.
- ♬ Play recording which features each instrument, identifying each instrument as it is heard.
- ♬ Pass instruments around so students can touch and play them for a few moments.
- ♬ Randomly distribute instruments and index cards to students.
- ♬ Students will move about the room to find the person who is their match and present their instrument.
- ♬ Distribute worksheet. On the worksheet are pictures of the various instruments. Students will number the instruments in the order that they are heard on the tape/CD.
- ♬ Play recording.
- ♬ Review results orally.

Followup/ Homework: Fill in the blank worksheet

Standards: 1.1, 1.2, 2.2, 3.1, 3.2, 3.3

music

Objectives: Students will:
- sing the Puerto Rican National Anthem
- identify the Puerto Rican Flag
- discuss the meaning behind the Puerto Rican National Anthem

Vocabulary: bandera, *La Borinqueña,* estrella

Materials: tape/CD of *La Borinqueña,* tape/CD player, sheet music with words to *La Borinqueña,* Puerto Rican flag, flags of several other countries, recordings of other national songs

Activities:
- Greet class.
- Review briefly the instruments found in Puerto Rican orquestra.
- Present flag and review its colors.
- Distribute sheet music to students.
- Read words aloud a bar at a time and have students repeat.
- Discuss the meaning of the song while reading through it.
- Read words simultaneously once or twice.
- Begin singing the words to music. Repeat until all students can follow along.
- Students will identify the instruments heard in the recording of the song.
- Mix the Puerto Rican Flag with other flags and then ask students to choose the Puerto Rican flag from the bunch.
- Play several songs and ask students if any of them are the Puerto Rican National song.

Followup/ Homework: Have students look up the words ***Salsa*** and ***Merengue***.

Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3

language arts

Objectives: Students will:

- interview Puerto Rican student
- compose several paragraphs comparing and contrasting their lives with that of a Puerto Rican student

Vocabulary: estudiante

Materials: guest student from Puerto Rico, blackboard, chalk, paper, pens

Activities:

- Greet class.
- Present vocabulary word and guest who will talk about life in Puerto Rico.
- Students ask the guest previously composed questions.
- Students will compose several paragraphs comparing and contrasting student life in Puerto Rico and Connecticut.
- Create a blackboard chart comparing and contrasting student life in Puerto Rico and in Connecticut and discuss.

Followup/ Homework: Write a paragraph discussing whether you would want to be a student in Puerto Rico. Give reasons why or why not. Present in next class.

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1

language arts

Objectives: Students will:

- ¶ examine all aspects of Puerto Rico that they have studied thus far
- ¶ compose several paragraphs as to why they think Puerto Rico has been nicknamed the "enchanted island"
- ¶ create an illustration of their interpretation of the "enchanted island"

Vocabulary: la isla del encanto

Materials: various realia representing the various aspects of Puerto Rico, geography, music, food etc., paper, pens, blackboard, chalk, colored pencils and markers, drawing paper

Activities:

- ¶ Greet students.
- ¶ Students brainstorm and say words that come to their mind when they think about Puerto Rico.
- ¶ Choose one student to record thoughts on blackboard.
- ¶ Group items and discuss using realia.
- ¶ Discuss meaning of vocabulary word.
- ¶ Distribute paper, pens, drawing paper, colored markers and pencils.
- ¶ Students will then write several paragraphs discussing why they think Puerto Rico has been named the "enchanted island" or "la isla del encanto."
- ¶ Students will also create an illustration which reflects their image of an enchanted island.

Followup/ Homework: Create your own nickname for Puerto Rico and write a several paragraphs discussing why you chose it.

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1

health & human development
food

Objectives: Students will:

- identify fruits and vegetables of Puerto Rico by sight and taste

Vocabulary: yuca, plátano, mango, papaya, coco, piña

Materials: index cards containing vocabulary words, actual fruits and vegetables representing vocabulary words, small plates lined up next to one another containing a specific fruit or vegetable chopped finely

Activities:

- Greet class.
- Present fruit and vegetables and hold index card up for each.
- Have students repeat each vocabulary word.
- Place fruits and vegetables on the desks of random students and ask them to identify it.
- Take each fruit, vegetable and index card and place them next to appropriate plate.
- Beginning with the first plate, pass it around to students having them take a piece of food from it. Teacher identifies food and students taste, smell, touch and describe it.
- After students have passed the last plate, they will close their eyes.
- Place at random one piece of fruit or vegetable on each of their plates. Ask them to taste and then call one name at a time to identify their food.

Followup/ Homework: Look up one recipe that contains one of the fruits or vegetables learned in this lesson and bring it to class. For extra credit prepare the recipe.

Standards: 1.1, 1.2, 2.2, 3.1, 3.2

health & human development
dance

Objectives: Students will:
- ☻ identify several dances of Puerto Rico
- ☹ dance at least one dance of Puerto Rico

Vocabulary: Salsa, Merengue, Bomba, baile

Materials: video featuring the three dances, tape/CD of songs of the three dances, tv, vcr, tape/CD player, paper footprints

Activities:
- ☻ Greet students while music plays in the background.
- ☹ Review instruments and types of music. Make the connection that "Salsa," "Merengue" and "Bomba" are types of music.
- ☻ Present video.
- ☹ Discuss the rhythm and the beat of each. Then students will clap to the beat of each song and they will identify the different instruments that they hear.
- ☻ Begin with "salsa" and place footprints on the floor to represent the foot movements.
- ☹ Play music and model the steps. Students will repeat.
- ☻ Follow same directions for the other two dances.
- ☹ Review dances by naming each one and having students at random either clap the beat or perform the steps.

Followup/ Homework: Create your own Latin dance. Find some music and make up your own steps.

Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3

social studies

Objectives: Students will:

- ➔ identify new vocabulary
- ➔ describe events leading to Spain's conquering of Puerto Rico

Vocabulary: Borinquen, Arawaks, Igneris, Ostionoids, Tainos, Caribs, Cristobol Colón, San Juan Batista, esclavos, azucar, indios, Juan Ponce de León, conquistador, repartimiento, guerra, ganar, perder

Materials: storyboard containing map of world with Puerto Rico and Spain enlarged, cut out figures of Columbus and Ponce de Leon, cut out figures representing the Arawak tribes, picture of sugar plantation, picture of a rebellion, small index cards containing vocabulary words, worksheet with words and pictures

Activities:

- ➔ Greet class.
- ➔ Present vocabulary aloud. Students repeat after teacher.
- ➔ Present story of how Spain conquered the island of Puerto Rico using the storyboard, cut out figures and vocabulary cards.
- ➔ Review story by asking story specific questions to students
- ➔ Distribute worksheet. Students match the word to the picture and then describe in their own words the events leading to the conquering of Puerto Rico.

Followup/ Homework: Write a story about what Puerto Rico would be like if Columbus had never arrived there.

Standards: 1.1, 1.2, 2.2, 3.1, 3.2, 5.1

social studies

Objectives: Students will:

- identify Puerto Rico on the map
- identify the capital city
- identify the surrounding bodies of water
- respond to question "¿Dónde está...?"
- create map of Puerto Rico

Vocabulary: océano atlántico, mar caribe, isla, caribe, Puerto Rico, Culebra, Vieques, capital, San Juan

Materials: small rectangular pieces of paper containing vocabulary words, map of Puerto Rico, envelopes containing cut out pieces of Puerto Rico and the above vocabulary words, blue construction paper 8.5" x 11", glue and tape

Activities:

- Greet class.
- Present vocabulary cards while pointing out their location on the map. Tape them to their location.
- Students repeat vocabulary.
- Ask students at random, "¿Dónde está...? (Where is...?) going through the items on the vocabulary list.
- Student points out location on the map of the item.
- Remove all of the vocabulary cards from the map and place them on the desks of students chosen at random.
- Students replace vocabulary cards on the map where they belong.
- Remove map and vocabulary cards from blackboard and put aside.
- Distribute to each student a piece of blue construction paper, glue and an envelope containing cut out pieces.
- Using materials given, students create their own maps of Puerto Rico. Monitor placement of each item.

Followup/ Homework: Have students compare and contrast the physical characteristics of Puerto Rico and Connecticut.

Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2